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BOSTON UNIVERSITY
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Thesis

AN ANALYSIS OF THE READING REFERENCES IN
SENIOR HIGH SCHOOL SOCIOLOGY BOOKS

Submitted by

Andres John Kornechuk
(B.S. in Ed., Boston University, 1942)

In partial fulfillment of requirements for
the degree of Master of Education

1948

Gift of A.J. Kornechuk,
School of Education
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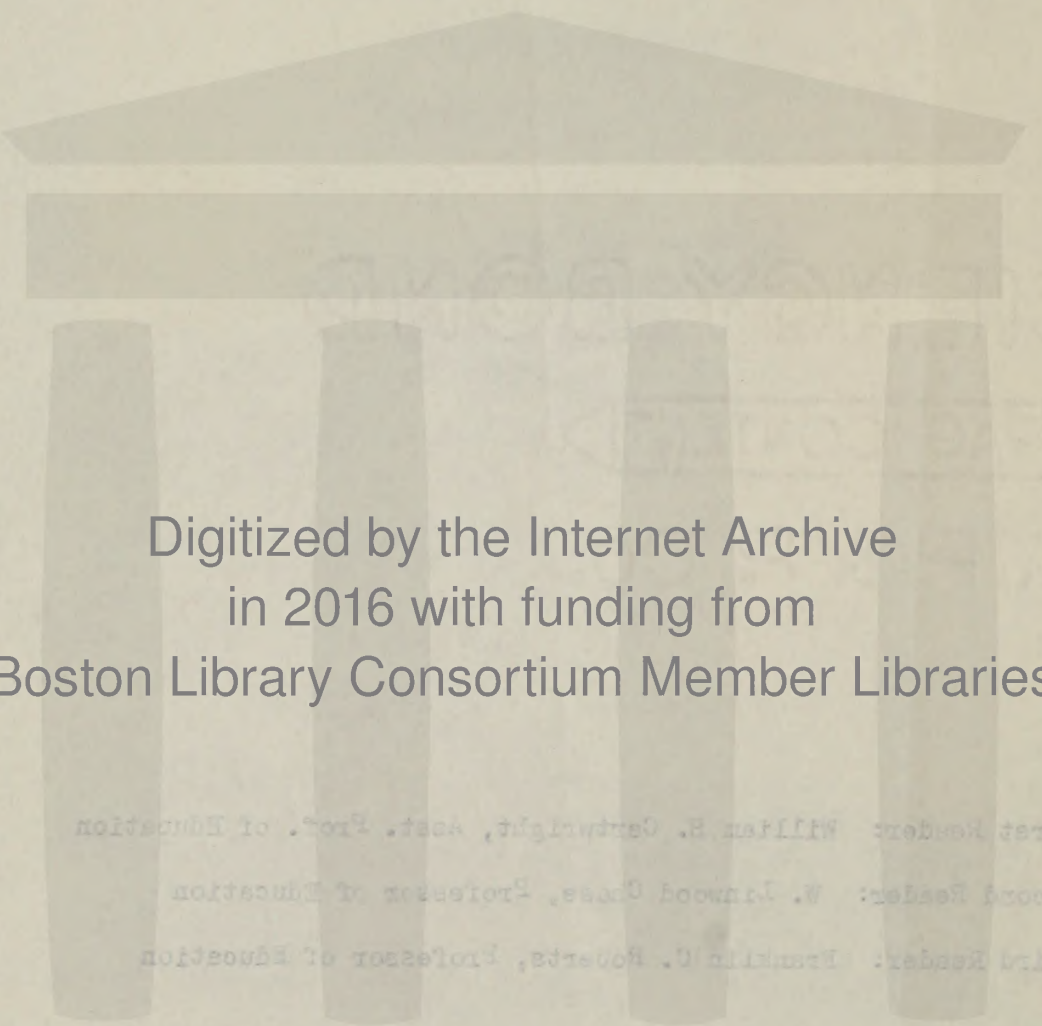
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First Reader: William H. Cartwright, Asst. Prof. of Education

Second Reader: W. Linwood Chase, Professor of Education

Third Reader: Franklin C. Roberts, Professor of Education



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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Defense and/or justification	1
II. DEFINITIONS OF ACKNOWLEDGMENT	4
III. IMPORTANCE OF THE TEXTBOOK	6
<p>The writer wishes to express his sincere thanks to Professor William H. Cartwright for his guidance and encouragement in the writing of this thesis.</p>	
IV. IMPORTANCE OF COLLATERAL READING	8
Collateral reading prior to the twentieth century	8
Purpose of collateral reading	9
First appearances of collateral reading references in textbooks	11
The stand of educational organizations on collateral reading	11
Choice of collateral reading	12
Contributions of collateral reading	14
V. IMPORTANCE OF THE LIBRARY	15
Conditions of typical school libraries	16
Basic requirements of a Social Studies library	17
Pertinent information relative to the typical high school library	19

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Defense and/or justification	1
II. DEFINITIONS OF TERMS	4
III. IMPORTANCE OF THE TEXTBOOK	6
Quality of American textbooks	7
The part of the textbook in American education in the future	7
IV. IMPORTANCE OF COLLATERAL READING	8
Collateral reading prior to the twentieth century	8
Purpose of collateral reading	9
First appearances of collateral reading references in textbooks	11
The stand of educational organizations on collateral reading	11
Choice of collateral reading	12
Contributions of collateral reading	14
V. IMPORTANCE OF THE LIBRARY	15
Conditions of typical school libraries	16
Basic requirements of a Social Studies library	17
Pertinent information relative to the typical high school library	19

VI. RELATED STUDIES	20
By Helmreich	20
By Wesley and Murra	21
By Cattell	23
By Swindler	25
By Norton	28
By McAllister	30
By Heaps	32
By Grady	34
By McLendon	35
VII. PROCEDURE	37
VIII. RESULTS OF THE ANALYSES	39
IX. CONCLUSIONS AND RECOMMENDATIONS	49
APPENDIX	53
BIBLIOGRAPHY	61
1. The Total Number of Different Reference Books Mentioned in Two or More Textbooks	45
2. Of the Reference Books Mentioned by Two or More Textbooks and Included in the Standard Catalog for High School Libraries, the Number Included in Each Textbook	46
3. Classification of the Reference Books Mentioned by Two or More Authors According to Type	48

LIST OF TABLES

TABLE	PAGE
1. The Total Number of Different Reference Books Mentioned	40
2. The Total Number of Different Pamphlets, Bulletins, and Periodicals Mentioned	41
3. The Total Number of Different Books, Pamphlets, Bulletins, and Periodicals Mentioned	42
4. The Total Number of Times the Different Reference Books Mentioned by Each Textbook Were Referred to by Each Textbook	43
5. The Total Number of Reference Books Mentioned in Two or More Textbooks	44
6. Of the Reference Books Mentioned in Two or More Textbooks, the Number Included in the <u>Standard Catalog for High School Libraries</u>	45
7. Of the Reference Books Mentioned by Two or More Textbooks and Included in the <u>Standard Catalog for High School Libraries</u> , the number Included in Each Textbook	46
8. Classification of the Reference Books Mentioned by Two or More Authors According to Type	48

he or she did not find in the school library the books referred to in the class or course textbook?

"A high school United States history, issued by one of the best-known publishing houses in the country, refers as Kingsford's ten-volume History of Canada, the collected writings of Adams, Jefferson, Franklin, and Dickinson, Forbes' American Register for 1765 as familiarly as if these were

CHAPTER I
THE PROBLEM

The problem in this thesis is to list all the references mentioned in five sociology textbooks designed for senior high school use.

A subsidiary problem is to check these references against a list of approved readings for senior high school students. Another subsidiary problem is to classify the references according to type.

In the defense and/or justification of the problem very much vital evidence can be introduced. Due to the fact that there is very little agreement among textbooks in any field as to the books that students should refer to for collateral reading, it is believed that a study of various textbooks is an absolute necessity to reveal books that are most beneficial and available.

To show that collateral reading is necessary for more definite comprehension is not enough. An effort must be made to bring such reading within closer grasp of those that see and use its benefits. Would not pupils that are not in the habit of engaging in collateral reading become disgusted if upon enthusiastically desiring to engage in collateral reading

¹ Henry Johnson, *Teaching of History*. The Macmillan Company. New York. Revised Edition, 1940, p. 284.

he or she did not find in the school library the books referred to in the class or course textbook?

"A high school textbook in United States history, issued by one of the best-known publishing houses in the country, refers to such works as Kingsford's ten-volume History of Canada, the collected writings of Adams, Jefferson, Franklin, and Dickinson, Forces American Archives, the New York State Documents, and the Annual Register for 1765 as familiarly as if these were an indispensable part of every school library."1/

An important requisite necessary to obtain the desired outcomes of learning, and one which should accompany the desire to learn, is the ready and constant access to the suitable references mentioned by textbook authors. It is hoped that this study will reveal the sociology references most suitable. In turn, this might entice textbook authors to eliminate those not suitable and in this way cut down the number of references mentioned. School librarians might then be able to keep up with the references mentioned, thus making for ready and constant access to them.

It can be said without fear of contradiction that all of the references mentioned in high school textbooks cannot all be suitable for high school pupils; therefore, further investigation might well be made as to what readings are most suitable for high school pupils.

Some teachers are interested in a reliable and suitable list of books for collateral reading.

"In the course of an investigation carried on

1/ Henry Johnson, Teaching of History. The Macmillan Company. New York. Revised Edition, 1940, p. 284.

several years ago by the committee of the American Historical Association on History in Schools, several members were impressed by the repeatedly expressed desire of teachers for a list of books for outside reading in history in schools."¹/

Since this quotation refers to history it is only an assumption that sociology teachers are also requesting book lists, but certainly they could also benefit by a reliable list.

The results of this study should help to add to or supplement available lists, or help eliminate unsuitable choices in available lists of collateral reading. It is possible that these lists might then become more appealing to those teachers that refer to them and also might arouse the interests of those teachers that have not been using them.

¹/ Committees of the New England Historical Association, the Historical Teachers Association of the Middle States and Maryland, and the Teachers Section of the Mississippi Valley Historical Association, "Books for Historical Reading in Schools," Historical Outlook, October, 1924, 15:306-313.

"Periodicals.-- Magazines which present facts, reflect opinions, and present critical views; newspapers."¹/

Textbook.-- A book used as a standard in any branch or course of study; a book that forms the basis for regular class instruction.

¹/ Edgar Bruce Vesley, Teaching the Social Studies. D. C. Heath and Company. Boston, Massachusetts. Second Edition, 1942, pp. 327-331.

CHAPTER II

DEFINITIONS OF TERMS

Since the following terms may be used throughout this study it is believed that their definitions will aid in the understanding of them and this study:

"Reference Books.-- Under this heading would appear general encyclopedias, yearbooks, state manuals, atlases, and dictionaries of biography.

"Series.-- A number of connected volumes, each of which is written by a different author.

"Sets.-- Extensive accounts in a number of volumes, each related to the other and written by the same author.

"Specialized Studies.-- Books which provide material on particular periods or topics that extends beyond the textbook and the encyclopedia.

"Studies of Locality.-- Works which cover local history and government, social and economic conditions, and activities of the immediate neighborhood.

"Professional Books.-- Scholarly books and articles in various subject fields; educational books and magazines.

"Periodicals.-- Magazines which present facts, reflect opinions, and present critical views; newspapers."¹/

"Textbook.-- A book used as a standard in any branch or course of study; a book that forms the basis for regular class instruction.

¹/ Edgar Bruce Wesley, Teaching the Social Studies. D. C. Heath and Company. Boston, Massachusetts. Second Edition, 1942, pp. 327-331.

Reference Reading.-- Reading material that is additional or supplementary to the textbook.

References.-- All printed matter which contains material that is additional or supplementary in nature; may or may not be similar; may or may not extend beyond the textbook.

Parallel Textbooks.-- Textbooks which are intended for use in the same subject and at the same grade level as the book under consideration.

Sources.-- Contemporary material.

Biographies.-- Records of the lives of particular men or women.

Historical Fiction.-- A book which presents a historical fact or facts woven around a fictitious person or several persons whose acts and thoughts are also presented.

Pamphlets.-- Free and inexpensive materials dealing with special topics in the social studies.

In America the textbook is definitely used in the construction of the social studies curriculum.

"The textbook has probably exerted a more

U. S. S. Knowlton, "The Teaching of History in the Junior High School," *Historical Outlook*, February, 1925, 15:76-79.

2/ H. Levine, "Social Problems in American History Textbooks," *The Social Studies*, April, 1937, 28:161-166.

CHAPTER III

IMPORTANCE OF THE TEXTBOOK

In America the textbook is the tool of the classroom, especially in the elementary and secondary grades.

"Greater demands are made upon the textbook. By the time the pupil has reached the Junior High school he has become a textbook addict. This is inevitable in the American order of things. Textbooks are introduced at the earliest possible moment and the pupil is made to realize their general utility, if not their infallibility."^{1/}

In America the textbook is the raw material required in the construction of the finished product, the curriculum.

"It should be recognized that in American educational practice, textbooks virtually represent the curriculum. Evidence from a great many official school surveys, as well as from many authoritative sources in the field of the social studies is available, disclosing the dominant role of the textbook in determining the essential character of subject content."^{2/}

In America the textbook is definitely used in the construction of the social studies curriculum.

"The textbook has probably exerted a more

^{1/} D. C. Knowlton, "The Teaching of History in the Junior High School," Historical Outlook, February, 1925, 16:76-79.

^{2/} M. Levine, "Social Problems in American History Textbooks," The Social Studies, April, 1937, 28:161-166.

direct and extensive influence upon the social studies curriculum and upon teaching methods in the United States than any other single factor."1/

Are American textbooks worthy of study? Is there much care exercised in writing and accepting American textbooks?

"Nowhere, except in America, are textbooks in preparation subjected to such a severe trying-out process before publication. In no country, moreover, are the textbooks in use revised more frequently to keep them abreast of the progress in knowledge and the best educational thought."2/

What part will the textbook play in American education in the future?

"More textbooks are being published today than ever before. While there is considerable evidence to show that the influence of the textbook is less pronounced than it was a few years ago, there seems, in spite of the poor teaching and deficient learning charged against it, little probability of any fundamental diminution in its importance. The form, type, size, and scope of texts may change, but there is little likelihood of their elimination."3/

1/ Edgar Bruce Wesley, Teaching the Social Studies. D. C. Heath and Company. Boston, Massachusetts. Second Edition, 1942, p. 375.

2/ National Society for the Study of Education, The Textbook in American Education, Thirtieth Yearbook, Part II. Bloomington, Illinois. 1931, p. 2.

3/ Edgar Bruce Wesley, Teaching the Social Studies. D. C. Heath and Company. Boston, Massachusetts. Second Edition, 1942, p. 375.

CHAPTER IV

IMPORTANCE OF COLLATERAL READING

Prior to the twentieth century the textbook represented the entire course. Its contents had all the necessary material required in the course. The pupil was not required to do any outside reading.

"Within recent years, however, the practice has been almost reversed, and the typical teacher would blush to admit that the textbook marked the outer limits of his course. Magazines, newspapers, and various types of books are now frequently regarded, not only as related to the work, but as a part of the course itself. While the trend has not lessened the importance of the textbook, it has radically changed its status. Instead of being the whole course, the textbook is now considered a compact and systematic summary of the minimum essentials. The pupils start from it, explore other books, and return to it with a new appreciation, both of its advantages and its limitations. Wider reading has thus furnished a process as well as a product. Teaching has been enriched, and even greater possibilities are in store for those who set up and carry out a wide reading program."^{1/}

There is no doubt that a good teacher can do a good job with the aid of a good textbook. However, how can the various individual differences of various pupils be met with the aid of one textbook? Some pupils can comprehend topical material after a few readings, even though the

^{1/} Edgar Bruce Wesley, Teaching the Social Studies. D. C. Heath and Company. Boston, Massachusetts. Second Edition, 1942, p. 305.

material is brief and to the point. Others definitely need further descriptions and/or one or more comparisons.

"Writers on the subject, collateral reading in the teaching of history, seem to be unanimous that really effective teaching of history cannot be done without the use of supplementary reading.

"To put within the covers of an octavo volume of 500-odd pages an account of all the events of European or American history, and have the same full of life and meaning, and interest, is, I believe, beyond the ability of any one man. To put meaning into these otherwise meaningless generalizations, to supply the details which give life and color and interest, is one of the functions of collateral reading.

"Not only is supplementary reading necessary to clarify and vivify the text, but it is an indispensable medium for achieving what has come to be recognized as one of the major purposes in teaching history, the cultivation of an enduring taste for historical literature.

"Collateral reading is the flesh and blood that will clothe and vivify the otherwise bare skeleton of the text; it will endow with life and significance what will else be dead, meaningless, and uninteresting."^{1/}

Although the statements above refer to history, it must be admitted that to a certain extent they also pertain to any of the other social studies subjects.

Henry Johnson, after admitting that a good textbook in the hands of a good teacher can yield praiseworthy results, comments further as follows,

"At the same time textbooks as a class are not entirely self-explanatory to all pupils.

^{1/} W. F. Martin, "Collateral Reading in High School History," Historical Outlook, October, 1925, 16:274-277

Most of them require frequent elaboration. The one book cannot be known thoroughly without knowing more than the one book reveals."1/

In this century there are many pupils that think the textbook represents the entire course. They feel that diligent textbook reading will supply as much information as will additional outside reading. Yet the textbook authors in order to be brief can give only a bird's eye view of the situation colored by their own experience.

"Many of us have been startled at the beginning of the term to hear the words of the textbook faithfully droned by a conscientious student. This is the idea of study by some students. History, in particular, is memorized as if it were poetry and even in the other social studies some students exhibit too great an adherence to the text. Supervised study will relieve this, as will also the encouragement of collateral reading. Collateral reading will not only prevent concentration on the content of one book, but will overcome a paucity of vocabulary so that students may use their own words in expressing aspects of a subject."2/

Textbook authors are aware of the necessity for collateral reading. The references they make not only refer the reader to sources that further validate their statements and/or facts, but also refer the reader to material that may cover the subject more adequately.

"The present tendency in textbooks is clearly in the direction of the expanded text. The arrangement of the largest books and the recommended

1/ Henry Johnson, Teaching of History. The Macmillan Company. New York. Revised Edition, 1940, pp. 284-285.

2/ B. Stolzenberg, "A Study of Failures in the Social Studies," The Social Studies, December, 1938, 29:347-351.

reading lists included in them indicate, however, that the authors assume the necessity of collateral reading."1/

Norton says, "References for collateral reading began to appear in high school textbooks by 1895."2/

Such organizations as the American Historical Association took an active part in stressing collateral reading. The Committee of Ten on Secondary-School subjects in 1894 passed several resolutions which included the advisability of collateral reading.

"Resolved, that pupils should be required to read or learn one other account besides that of the textbook, on each lesson.

"Resolved, that a collection of reference books, as large as the means of the school allow, should be provided for every school suitable for use in connection with all the historical work done in that school."3/

The Committee on the Reorganization of Social Studies in 1916 advocated a wide variety of reading.

The National Society for the Study of Education made the following statement, "It is encouraging to find that there is a decline in the formal use of textbooks and a

1/ E. Horn, Methods of Instruction in the Social Studies.
New York. 1937, p. 211.

2/ Ruth Norton, "The Use of Supplementary Reading Lists in the Social Studies," an Unpublished Master's Thesis^{cited} in the Eighth Yearbook of the National Council for Social Studies, pp. 140-142.

3/ E. Horn, Methods of Instruction in the Social Studies.
New York. 1937, pp. 227-228.

decreasing reliance on a single textbook."1/

The responsibilities of the teacher do not cease with their realization of the importance of collateral reading. Another item of major importance is the choice or selection of collateral reading. When the teacher has available one or even a few accepted reading lists, the chance for making most suitable selections will be less than with several reading lists. However, whichever the case may be the teacher should make ample and heterogeneous selections. They should be authoritative and reliable in content. They should range from the type which will be comprehended by the less intelligent to the type that is more difficult to comprehend. The latter should be available for the more intelligent pupils.

"Supplementary reading material, when chosen wisely and used judiciously, is a most valuable aid to the teaching of civics. When so selected and utilized, supplementary reading serves to clarify the abstractions and generalizations of the text, to illuminate and interpret social situations and problems, and to vitalize and humanize much of the material included within the course.

"General reference works are valuable as sources in which to secure up-to-date information, reliable statistical data, and succinct account of topics that arise from time to time in classroom discussions."2/

1/ National Society for the Study of Education, The Textbook in American Education, Thirtieth Yearbook, Part II. Bloomington, Illinois. 1931, p. 3.

2/ H. C. Hill, "Teaching of Civics in the Junior High School," Historical Outlook, January, 1926, 17:7-26.

The teacher, prior to selecting collateral reading references, should formulate a definite method of approach.

"Before accepting any ready-made list, or attempting to draw up an independent list, the teacher should raise and answer very definitely certain fundamental questions. Why is collateral reading essential? What are the main purposes to be served? What kinds of readings are suitable? What kinds of readings shall be required, and what kinds shall be optional? Shall the readings be the same for all members of the class, or shall they be differentiated? Shall they be confined to a few books, or shall the pupil be introduced to as many different books as possible? How much reading may reasonably be expected? How shall readings be assigned? How reported?"1/

If there is a high degree of relationship between the social studies subject and its reference readings, the pupil will have the most adequate tools to work with.

"History courses for secondary schools if well organized and administered efficiently will involve a considerable amount of collateral reading. If properly conducted by the teacher and conscientiously followed by the student, collateral reading constitutes one of the most interesting and instructive factors of history study."2/

A reading program beyond the textbook serves many purposes. Authorities such as Johnson, Horn, Wesley, and Martin strongly favor collateral reading as one of the greatest aids in teaching the social studies. It helps to create conditions favorable to thinking and consequently helps combat formal and verbalistic learning.

1/ Henry Johnson, Teaching of History. The Macmillan Company. New York. Revised Edition, 1940, p. 284.

2/ W. R. Lingo, "Reference Studies in Oriental and Early European History," Historical Outlook, January, 1922, 13:20-27.

Horn, Johnson, and Wesley agree on the important contributions of collateral reading which Horn summarizes as follows,

- "a. to give vividness, atmosphere, and a sense of reality
- b. to furnish specific information
- c. to give inspiration and to develop present and continuing interests
- d. to give a knowledge of general references such as encyclopedias, atlases, yearbooks, and other standard works, and to train in their use
- e. to introduce the student to the classic writings in social science
- f. to encourage the discrimination reading of imaginative literature in relation to the social studies
- g. to acquaint students with the periodical literature that is most useful in keeping abreast with modern development; and
- h. to give training in the use of the fundamental methods of thought in the various social sciences."^{1/}

In concluding the efforts to stress the importance of collateral reading it is felt that the social studies, perhaps more than any other subjects in school, should encourage wide reading.

"Reading offers practically the only means by which the students can, at least vicariously, acquire all the rich and illuminating experiences which the human race has had."^{2/}

^{1/} E. Horn, Methods of Instruction in the Social Studies. New York. 1937, p. 229.

^{2/} E. B. Wesley, Teaching the Social Studies. Boston. Second Edition, 1942, p. 305.

CHAPTER V

IMPORTANCE OF THE LIBRARY

The actual experiences of an individual cannot provide all the knowledge necessary to understand what has happened, what is happening, or, what will happen. There is a temporal limit to the amount of actual experiences that any one person can engage in.

An accepted substitute for actual experience, one which can provide additional knowledge, is vicarious experience.

"In order to secure experience vicariously one must resort to reading. This situation is true in all fields, but it is peculiarly true in the social studies, which undertake to introduce the pupil to the past as well as the present, to the far away as well as the near."^{1/}

To have a program of collateral reading necessitates some form of library. The need for numerous and varied books in teaching the social studies should stimulate a social studies library.

"Every national committee report in the field of the social studies has stressed the need of an ample supply of books. The Committee of Seven, reporting in 1899, claimed that the library should be the center and soul of all study in history; no vital work can be carried on without books to which

^{1/} Edgar Bruce Wesley, Teaching the Social Studies. Boston. Second Edition, 1942, p. 323.

pupils may have ready and constant access. The Committee of Five made similar comments in 1910."^{1/}

The need for collateral reading materials in the elementary and secondary schools may have been recognized, but the provision for this need has not been adequately made.

"In spite of the great need for books, and in spite of the long series of recommendations for the enlargement of libraries, the typical school library is inadequate. Two fairly recent surveys of social studies libraries show that they are poorly supplied with recent books, that many of the books which they do contain are old and comparatively useless, and that the number is too small to serve the needs of the pupils. Frequently there is no provision for the growth of the library, and so it not only makes no progress but tends to lose the scant contents which it does possess."^{2/}

The library can cast a decided influence on the social studies program. If it is adequate in all respects, a successful collateral reading program can be offered the pupils. For those that take advantage of such a program it will mean success in the work of social studies.

"Whereas some school subjects can be taught with relative success without any great use of books, the very essence of the social studies is found in an expanded realization of the various forms and instances of social cooperation. The library is perhaps the best single index of the quality of instruction that is given in the social studies. Only a slothful and indifferent teacher will acquiesce in the continuation of a

^{1/} Edgar Bruce Wesley, Teaching the Social Studies, D. C. Heath and Company. Boston. Second Edition, 1942, pp. 323-324.

^{2/} Ibid., p. 324

poor and inadequate library. The alert and vigorous teacher will see that a poor library becomes a good library."1/

The alert and vigorous teacher in deciding to establish a good library can benefit by the following warning and the general procedures it points out.

"The selection of an adequate working library in the social studies is difficult, and the more limited the funds of the school, the more crucial it is that the books be chosen with the utmost care. The lists in many textbooks seem to have been made without the limitations of either the budget or the abilities of the student in mind."2/

Many teachers may not know what reading materials to obtain first. Wesley and Murra say, "Encyclopedias and dictionaries are first essentials, and standard works in the special fields are almost equally important."3/

If the social studies teacher does not know the requirements for a good social studies library, he should at least be familiar with reference material that contains the fundamental requirements.

Too many teachers not only shirk the responsibility of making a good social studies library out of a bad one, but also carry their negligence further by attempting to isolate

1/ Edgar Bruce Wesley, Teaching the Social Studies. Heath and Company. Boston. Second Edition, 1942, p. 334.

2/ E. Horn, Methods of Instruction in the Social Studies. New York. 1937, p. 244.

3/ E. B. Wesley and W. F. Murra, "Social Science Reference Books," Historical Outlook, December, 1932, 23:403.

the school library from themselves and their pupils. They are under the impression that their course or program can carry on without the library.

"Social science teachers are obviously guilty of ignorance as to the contents of their school libraries and the possibilities of using them in their instruction. That they have erroneous and hazy conceptions as to the criteria by which to judge good reference books was indicated. Moreover, it was frequently observed that some teachers simply lack the scholarship necessary to appreciate good books."^{1/}

The teacher cannot obtain the scholarship necessary to appreciate good books by simply observing that a particular book is on an approved reading list. The teachers past and present extensive reading habit will reflect the presence or absence of the scholarship necessary to appreciate good books.

The alert and vigorous teacher in deciding to establish a good social studies library would probably find the librarian most willing to do her share.

"The librarians were tremendously interested in their libraries. Some of them had the good sense to be ashamed of their collections; others took just pride. Recognizing the need for more and better books, they were eager to have recommended to them useful reference works which they lacked, and intimated their desire and intention of ordering such sets -- if only their requisitions would receive administrative sanction. Some librarians spoke of the interest of their superintendents in the libraries, but others

^{1/} E. B. Wesley and W. F. Murra, "Social Science Reference Books," Historical Outlook, December, 1932, 23:407.

complained that unwise purchases were frequently made without their consent or approval."^{1/}

In concluding the discussion of the library it is felt that the teacher should be aware of some general information pertinent to the typical school library. Any social studies teacher upon accepting a teaching assignment should expect to find some, or maybe all, of the following conditions holding true.

"A teacher going into a typical high school in Minnesota (and the generalizations will probably apply to many other states) to teach the social studies will find

1. his colleagues insufficiently aware of the contents of the school library at their disposal,
2. a librarian with some specialized training and a real interest in her work,
3. a library of considerable possibilities, but several inadequacies,
4. a library containing at least two good general encyclopedias of recent date, one specialized encyclopedia, and seven or eight sets of social science reference books, varying considerably in kind and quality."^{2/}

^{1/} E. B. Wesley and W. F. Murra, "Social Science Reference Books," Historical Outlook, December, 1932, 23:406.

^{2/} Ibid., 23:407.

^{1/} Agnes Johanna Helreich, "A Study of Collateral Reading Recommended in High School Textbooks for the Period of Modern European History," an Unpublished Master's Thesis (1926), in the Ninth Yearbook of the National Council for Social Studies, pp. 127-138.

CHAPTER VI

RELATED STUDIES

Considerable effort was spent in finding several studies similar to this study.

^{1/}
Helmreich formulated a short list of books for collateral reading, consisting of those recommended most frequently according to the texts examined. All the books cited by Helmreich were mentioned at least 25 times by textbook writers.

There were selected 29 textbooks in modern, medieval, and world history. A total of 1,295 different references were found recommended. Of this total, 301 were mentioned frequently enough to be considered highly recommended. The frequency for a single reference ranged from one to 382. The 72 books mentioned most frequently were of the following type:

- a. 11 source books
- b. four dealt with government
- c. four were social and economic histories
- d. five biographies
- e. 48 were of a definite period or topic

1/ Agnes Johanna Helmreich, "A Study of Collateral Reading Recommended in High School Textbooks for the Period of Modern European History," an Unpublished Master's Thesis (1926)^{cited} in the Eighth Yearbook of the National Council for Social Studies, pp. 137-138.

Helmreich made two important general findings and conclusions:

1. The study reveals a wide variety of opinions among authors of textbooks; they give a variety of recommendations.
2. The lists of references, as recommended by textbook writers and tabulated in the frequency columns, may not in all cases be those which would be suitable for high school pupils; therefore, further investigation might well be made as to what readings are most suitable for high school pupils.

^{2/} Wesley and Murra conducted a study of reference books relating to the social studies found in representative high school libraries in the state of Minnesota.

They visited 72 high schools and secured adequate data from 58 of these schools.

Their investigation was concerned only with reference books, by which they meant:

1. all general encyclopedias and those designed for the social studies, and
2. extensive sets of more than one volume dealing with some field of the social studies
3. bound volumes of periodicals were also noted

2/ Edgar B. Wesley and Wilbur F. Murra, "Social Science Reference Books in Fifty-eight Minnesota High School Libraries," Historical Outlook, December, 1932, 23:403-407.

Charts and lists were made which included the following information:

1. the titles of social science reference works most commonly found in the 58 high school libraries
2. the number of different schools in which each work was found
3. the total number of each set found in all schools
4. the relationship between number of sets per school and size of school enrollment

Wesley and Murra concluded that a teacher going into a typical high school in Minnesota to teach the social studies will find:

1. his colleagues insufficiently aware of the contents of the school library at their disposal,
2. a librarian with some specialized training and a real interest in her work,
3. a library of considerable possibilities, but several inadequacies,
4. a library containing at least two good general encyclopedias of recent date, one specialized encyclopedia, and seven or eight sets of social science reference books, varying considerably in kind and quality with 1906 as the median date of publication.

3/ Anna A. Cattell, "The Use of Collateral Reading in the United States History Course in Secondary Schools," an Unpublished Master's Thesis (1927), in the Eighty Yearbook of the National Council for Social Studies, pp. 128-134.

Cattell^{3/} gathered materials from rather wide reading and investigation on the subject of collateral reading. The material was classified according to type. The study also shows results of extensive use of collateral reading lists.

Cattell found that four main types of reading material were in general use at that time: namely, parallel texts, general works of reference, source material, and historical fiction. She expanded the list into the following:

1. parallel texts
2. books treating a definite period
3. biographies
4. social, industrial, and economic history
5. constitutional, political, and diplomatic works
6. documents and sources
7. reminiscences, contemporary accounts, diaries and letters
8. travel and geography
9. historical fiction

Two significant values for such readings were claimed by Cattell:

1. supplying additional information to students
2. supplying background

This reading, according to Cattell, must be of such

^{3/} Anna A. Cattell, "The Use of Collateral Reading in the United States History Course in Secondary Schools," an Unpublished Master's Thesis (1927)^{cited} in the Eighth Yearbook of the National Council for Social Studies, pp. 138-139.

character to:

1. be adapted to age and ability of children
2. provide for individual differences
3. furnish more interesting information
4. provide inspiration
5. give acquaintance with historical literature
6. develop knowledge and appreciation for the historical method

Cattell stressed three classes or types of aims:

1. additional interest through furnishing
 - a. atmosphere - life interest in history
 - b. added information
2. a critical attitude because
 - a. necessary to democracy
 - b. it brings independent thinking
 - c. it brings ability to gain accuracy in knowledge
3. enrichment of the "minimum requirement"
 - a. through furnishing variety of material
 - b. through giving further background

Cattell offered the following observations and recommendations:

1. Public libraries should be used to supplement school libraries, especially where school libraries are inadequate.
2. Some training of the pupils in the use of the library

is absolutely essential. In addition to these, the library

^{4/} Swindler made a comparative study of social science library conditions in Virginia and in other representative states. The immediate and particular purpose of the study was to supply data and facts that would fairly indicate:

1. what titles in the American history field are found in the secondary schools of these various states, with comparisons among the states in their progressive schools
2. the average conditions as found in such typical states as Virginia and Indiana, in different sections of the country, and
3. to what degree such average library conditions are in harmony with the lists and recommendations by teachers in the progressive systems, as found in the several states from which data of progressive schools were received.

Questionnaire-lists in American history were sent out and returns received from the following states in addition to Virginia; New York, with returns from 36 progressive schools; Pennsylvania, 45 returns; Illinois, 30; California, 22; Wisconsin, 15; Indiana, 16; Mississippi, 5; Arkansas, 2; Miscellaneous, 6; a total of 177 schools, in addition to the

^{4/} R. E. Swindler, "The High School Library and Reading problems in the Social Studies," Historical Outlook, December, 1931, 22:407-416.

110 reports in Virginia. In addition to these, the library offerings and recommendations of 60 progressive school systems as recorded in city and state courses of study, and special reports were included, so that the findings for the most part, and the conclusions, are based on the study of and data from at least 347 school systems scattered all over the United States.

Swindler arrived at the following conclusions:

1. The average Indiana high school has fifteen to twenty per cent more books in its American history library than does the average Virginia school.
2. Of the 80 most frequently found books in United States history in the Indiana schools, 40 of these are also found among the 75 most frequently found in the Virginia schools. This means, on the whole, that the library offerings in such average schools in the two sections are not nearly so diverse as are those of progressive schools in contrast with average schools.
3. Indiana has 15 books in her list of the 80 highest frequencies that were not found at all in the 15 Virginia schools, and nearly all of these 15 books are of especial merit.
4. Virginia has 16 books on her list of the 75 highest that are not found at all in the lists of the 15

Indiana schools; but since 11 of these 16 are strictly Virginia or southern books, this difference is easily explained and is natural, and therefore is no serious indictment of the Indiana list. On the other hand, the first-class books absent from the Virginia list are a serious indictment against the basis and manner of choice of books for American history in Virginia libraries.

5. If we take the Indiana condition as somewhat typical of the average condition in the country (and there is strong evidence to the effect that conditions there are about the average, so far as the library situation is concerned) then the Virginia library situation is considerably below the average of the country.
6. Both lists (Indiana and Virginia), with the teachers' corresponding recommendations, show that the average teacher is a poor judge of the suitability of high school history materials for the students, this judgement being based upon the criteria set up by the most progressive city and experimental schools of the country.
7. The average history teacher makes very little use of the library in connection with the teaching and study of history, and this largely because she

teacher knows only a very limited amount of subject matter extensively outside the text and two or three college texts she has studied.

8. Some effective method of social science instruction should be devised and required of the teachers that
 1. will make imperative and absolutely essential both
 2. the selection of suitable library materials and the
 3. proper use of these materials by both teacher and
 4. students.

5/

Norton made a study of the types and kinds of reading lists that are used in the teaching of the social studies in junior and senior high schools in order to find the places of reading lists in the curriculum; to note aims and purposes of the lists; to determine the extent to which such lists are used; and to determine the current practices of social studies teachers in using reading lists.

Norton's method of procedure was:

1. library research
2. questionnaires
3. personal interviews

Norton believed that if accuracy is desired by the teacher then a brief assignment should be required. If the

5/ Ruth Norton, "The Use of Supplementary Reading Lists in the Social Studies," an Unpublished Master's Thesis (1932) cited in the Eighth Yearbook of the National Council for Social Studies, pp. 140-142.

teacher desires breadth of information, she should require extensive reading. This would enable pupils to interpret problem situations.

The following are the aims of supplementary reading as listed by Norton:

1. to study and interpret a movement
2. to study an outstanding character
3. to enrich the knowledge of the pupil
4. to create additional interest
5. to give training in library technique
6. to develop a critical attitude
7. to open up a larger view of the period
8. to develop a spirit of world-mindedness
9. to create a permanent interest in the reading of historical material

The following conclusions were arrived at from questionnaires returned:

1. Teachers in all sections of the United States use supplementary reading.
2. Reading material comes from lists provided by individual teachers, lists in the basic texts, printed manuals of history notebooks, and local sources of study.
3. Junior and senior high school lists were found in all sections of the country.

4. a. 15% of the schools used only a single textbook
- b. 77% used one textbook and required outside reading
- c. 22% used lists found in the textbooks
- d. 44% used lists furnished by the social studies department
- e. 85% of the schools supplied their own books for supplementary reading
5. Considerable variety of reading material was found.
6. About 78% of teachers considered supplementary reading as of some value to the pupils while 14% considered it was not functional.
7. More than 50% of the teachers considered biography, historical fiction, newspapers, and parallel texts as most suitable.
8. There was no general agreement on any best or ideal method or type, of reading, of reporting, or checking on reading; but the prevailing type of assignment for a report was the weekly written report.

^{6/}
McAllister offers the following six reasons to show the importance of extensive reading in the social studies:

1. the shift of emphasis from subject interests to pu-

^{6/} Jane McAllister, "A study of the Extensive Reading Method in the Social Studies," an Unpublished Master's Thesis (1933) cited in the Eighth Yearbook of the National Council for Social Studies, pp. 142-142.

pil interests

2. recognition of a social need for intelligent reading
3. to acquaint the pupil with the world in which he lives
4. recognition of the value to reading as revealed in the aims of the social studies
5. existing discrepancies between theoretical aims and actual outcomes of instruction
6. need of achieving reading aims of social studies, such as reading for enjoyment, for understanding, and for enrichment of experience

McAllister also makes the following comments on collateral reading:

1. There is a great lack of suitable reading by the teachers themselves.
2. One of the best ways to interest children in outside reading is for the teacher to read excerpts which challenge their attention.
3. There should be more individual conferences with pupils on their outside reading.
4. Some of the reading of the pupils should go unchecked; should be for the pure joy of reading.
5. Social studies quite generally use the textbook method, almost to the exclusion of others.

W. Willard A. Reape, "Supplementary Readings in American History Textbooks," *The Social Studies*, May, 1941, 32:212-214.

7/
Heaps made a detailed study of five "standard" senior high school textbooks in United States history. A single chapter from each of the five texts was made the area of intensive comparison. The following analyses were made:

1. frequency count according to types of reading material referred to;
 - a. parallel or supplementary
 - b. enrichment
 - (1) fiction
 - (2) drama
 - (3) biography
 - (4) general imaginative literature
 - c. subjects for special reports
 - d. source material
2. number of references made in each book and in all five
3. number and names of references included in all five books, in four books, in three books; just the number of references included in two books, and in one book
4. number of references, in each book, that were out of print
5. cost of references made by each of the five books
6. inclusion of references in Standard Library lists

7/ Willard A. Heaps, "Supplementary Readings in American History Textbooks," The Social Studies, May, 1941, 32:212-214.

Heaps arrived at the following conclusions:

1. A close correlation exists between the choices of textbook authors and librarians in regard to what constitutes a recommended book for the world war period.
2. Textbook authors are apt to be too liberal in inclusion of titles, both from the standpoint of availability and cost. It would seem better to include a limited number of supplementary references and leave further enrichment to the individual school where the teacher and librarian can cooperatively prepare supplementary material with consideration for local book holding and availability.
3. Certain textbooks seem non-selective in regard to material included, listing many out-of-print items and books of general usefulness the value of which might be questioned. Many textbook authors include books on the college level which are unsuited for inclusion in high school libraries.
4. Textbook authors seem to treat the cost of items in bibliographies as unimportant, as revealed by the wholesale inclusion of titles costing four or more dollars. It might seem more plausible, in consideration of the generally limited funds for supplementary books, to list merely the less ex-

pensive items. School libraries are generally loath to invest heavily in single volumes, preferring a wider distribution in less expensive useful titles.

5. Textbook authors might do well to enlist further cooperation of social studies teachers and school librarians in the compilation of textbook bibliographies, relying on their preferences as revealed by actual use rather than the professional opinion of the author who is often himself teaching on a higher level.

8/

Grady conducted a study to discover certain characteristics of the supplementary books recommended by textbooks of United States history at the senior high school level. Recommendations of books made in a number of earlier textbooks are compared with the recommendations made in a similar number of textbooks published at least fifteen years later in order to determine the changes which may have occurred within the period selected.

Grady arrived at the following conclusions:

1. The number of supplementary books recommended in the later group of textbooks is greater than the number recommended in the earlier group of text-

8/ Marion Grady, "Recommendations for Supplementary Reading Made by Textbooks in United States History," School Review, January-December, 1945, 53:227-236.

9/ Jonathan C. Kolenda, Jr., "The South in Social Studies Textbooks," Social Education, December, 1946, 10:341

books.

2. A greater percentage of fiction and biography is recommended for supplementary reading in the later textbooks than in the earlier textbooks.
3. The later textbooks are in slightly more agreement on their recommendations of books for supplementary reading than are the earlier textbooks, although the agreement is not extensive in either group of textbooks.
4. The percentage of books which are recommended in both the earlier and the later textbooks is small, indicating that comparatively few supplementary books may be considered standard books.

9/

McLendon made a study of five standardized books from the ninth to the twelfth grade level in each of the fields of American history, problems of democracy, sociology, economics, and civics. Page-by-page perusal of the books yielded data showing how much space in each book was devoted to each topic in connection with which the South was mentioned. A count was made of illustrations, materials recommended for reading, mentions in the index and table of contents, and study items in each book, pertaining to the South; but the data thus acquired showed that the South generally received an insignificant amount of space in

9/ Jonathan C. McLendon, Jr., "The South in Social Studies Textbooks," Social Education, December, 1946, 10:341

social studies textbooks. An analysis of notes, taken during that reading, provided the basis for some evaluation of the picture of the South drawn incidentally by the textbook authors. Inclusion of at least one book in each field by a writer in the South, as designated on the title page, led to the conclusion that the residence of the author did not particularly affect his treatment of the South, quantitatively or qualitatively.

Of the books in five fields, only those in American history contain any significant amount of space devoted to the South as a distinct region.

Allyn and Bacon, 1942.

2. Landis, Paul H., Our Changing Society, Ginn, 1942.

3. Ellwood, C. A., Sociology Principles and Problems, American Book, 1943.

4. Landis, Paul H., and Landis, J. T., Social Living, Ginn, 1945.

5. Gavilan, R. W., Gray, A. A., and Groves, E. H., Our Changing Social Order, Heath, 1947.

Due to the fact that visits to various libraries and publishing houses revealed but four senior high school sociology textbooks, the last mentioned problems of democracy textbook was used since it has high sociological content.

Each textbook was analyzed for the references contained

38

within them. In turn, each reference mentioned was noted on an index card for purposes of filing.

CHAPTER VII

The following major analyses were made:

PROCEDURE

1. the number and names of reference books mentioned

The books that were used in this thesis are senior high school sociology textbooks. Five such texts were used and an attempt was made to use those most recently published and/or copyrighted so as to reveal the trends of the latest textbooks. The following list describes the textbooks that were used:

1. Cole, W. E., and Montgomery, C. S., School Sociology, Allyn and Bacon, 1942.
2. Landis, Paul H., Our Changing Society, Ginn, 1942.
3. Ellwood, C. A., Sociology Principles and Problems, American Book, 1943.
4. Landis, Paul H., and Landis, J. T., Social Living, Ginn, 1945.
5. Gavian, R. W., Gray, A. A., and Groves, E. R., Our Changing Social Order, Heath, 1947.

Due to the fact that visits to various libraries and publishing houses revealed but four senior high school sociology textbooks, the last mentioned problems of democracy textbook was used since it has high sociological content.

Each textbook was analyzed for the references contained

within them. In turn, each reference mentioned was noted on an index card for purposes of filing.

The following major analyses were made:

1. the number and names of reference books mentioned in two or more textbooks were determined
2. they were checked for inclusion in the Standard Catalog for High School Libraries
3. they were classified according to type

The textbooks were further analyzed for additional information and the results of all the analyses are explained by tables and lists.

1. Textbook "A" will always mean Gaylan, Gray, and Groves, Our Changing Social Order, Heath, 1947.
2. Textbook "B" will always mean Cole and Montgomery, School Sociology, Allyn and Bacon, 1942.
3. Textbook "C" will always mean Landis, Paul H., Our Changing Society, Ginn, 1942.
4. Textbook "D" will always mean Lantieri and Landis, Social Living, Ginn, 1945.
5. Textbook "E" will always mean Ellwood, Sociology Principles and Problems, American Book, 1943.

The total number of references to books, 928, can be broken down as shown in Table 1.

Table 1

CHAPTER VIII

RESULTS OF THE ANALYSES

A total of 802 references to different books was found in all five textbooks. Due to the fact that two or more textbooks often referred to the same reference book, the total number of references to books is 928.

For purposes of convenience the five textbooks will be referred to as follows:

1. Textbook "A" will always mean Gavian, Gray, and Groves, Our Changing Social Order, Heath, 1947.
2. Textbook "B" will always mean Cole and Montgomery, School Sociology, Allyn and Bacon, 1942.
3. Textbook "C" will always mean Landis, Paul H., Our Changing Society, Ginn, 1942.
4. Textbook "D" will always mean Landis and Landis, Social Living, Ginn, 1945.
5. Textbook "E" will always mean Ellwood, Sociology Principles and Problems, American Book, 1943.

The total number of references to books, 928, can be broken down as shown in Table 1.

This total can be broken down as shown in Table 2.

Table 1

Textbook	The Total Number of Different Reference Books Mentioned
A	254
B	210
c	41
D	85
E	338
TOTAL	928

It is plain to see that only an unusually large high school library would have the number of books recommended by textbooks "A", "B", and "E". Moreover, even if such numbers were obtained, pupils could never find the time to refer to all of them.

A total of 129 references to different pamphlets, bulletins, and periodicals was made. Due to the fact that two or more textbooks referred to the same pamphlet, bulletin, or periodical, the total number of references to them is 138. This total can be broken down as shown in Table 2.

Table 2

Textbook	The Total Number of Different Pamphlets, Bulletins, and Peri- odicals Mentioned
A	89
B	32
C	0
D	0
E	17
TOTAL	138

The tendency of textbooks "A", "B", and "E" to include a large number of references is also revealed by Table 2. On the other hand, textbooks "C" and "D" probably do not make for adequate collateral reading if pamphlets, bulletins, and periodicals have been entirely excluded.

Table 3 shows the total number of references made, including books, pamphlets, bulletins, and periodicals.

Table 4

Table 3

Textbook	Total Number of Different Books Mentioned	Total Number of Times the Different Reference Books Were Referred To
A		
B	A 210	343
C	B 41	242
D	C 85	41
E	D 338	85
TOTAL	E 928	355
	TOTAL	1066

It is interesting to note the number of times each textbook referred to the different reference books it mentioned. Refer to Table 4.

It is evident that textbooks "C" and "D" include smaller numbers of reference books for collateral reading. Let us refer to textbooks "C" and "D" as including the smallest number of reference books for collateral reading. The senior high school library would more easily obtain this number of reference books than the numbers recommended by textbooks "A", "B", "E", and "F". If all reference books could

Table 3

Textbook	The Total Number of Different Books, Pam- phlets, Bulletins, and Periodicals Mentioned
A	345
B	242
C	41
D	82
E	352
TOTAL	1062

It is interesting to note the number of times each
textbook referred to the different reference books is men-
tioned. Refer to Table 4.

Table 4

Textbook	Total Number of Different Reference Books Mentioned	Total Number of Times the Different Reference Books Mentioned Were Referred To
A	254	321
B	210	286
C	41	161
D	85	295
E	338	420
TOTAL	928	1483

It is evident that textbooks "C" and "D" include smaller numbers of reference books for collateral reading. Let us refer to textbook "C", since it includes the smallest number of reference books for collateral reading. The senior high school library could more easily obtain this number of reference books than the numbers recommended by textbooks "A", "B", "D", and "E". If 41 reference books could

Table 4

Textbook	Total Number of Different Reference Books Mentioned	Total Number of Times the Different Reference Books Mentioned Were Refered To
A	254	321
B	210	286
C	41	161
D	82	222
E	338	420
TOTAL	928	1487

It is evident that textbooks "C" and "D" include smaller numbers of reference books for collateral reading. Let us refer to textbook "C", since it includes the smallest number of reference books for collateral reading. The number of reference books for collateral reading could more easily obtain this number of reference books than the numbers recommended by textbooks "A", "B", "D", and "E". If all reference books could

be considered adequate, in number, to supplement the course textbook, then surely the daily subject matter of the course will be adequately supplemented with 161 references to the 41 reference books.

As was mentioned in Chapter VII, the first major analysis was to determine the number and names of reference books mentioned in two or more textbooks. Table 5 includes the number, and the Appendix contains the names, of reference books mentioned in two or more textbooks.

Table 5

Number of Reference Books Mentioned By One Textbook Only	690
Number of Reference Books Mentioned By Two Textbooks	99
Number of Reference Books Mentioned By Three Textbooks	12
Number of Reference Books Mentioned By Four Textbooks	1
Number of Reference Books Mentioned By Five Textbooks	0
TOTAL	802

Of those reference books mentioned by two or more textbooks which are included in the Standard Catalog, it is interesting to note the number included in each textbook. Refer to Table 7.

The next major analysis was to check these reference books mentioned by two or more textbooks for inclusion in the Standard Catalog for High School Libraries. The results are included in Table 6.

Table 6

		Number of Same Reference Books Included in the Standard Catalog
Number of Reference Books Mentioned By Two Textbooks	99	16
Number of Reference Books Mentioned By Three Textbooks	12	5
Number of Reference Books Mentioned By Four Textbooks	1	1
TOTAL	112	22

Only 19.6% of the reference books mentioned by two or more textbooks were included in the Standard Catalog.

Textbook "A" refers to the 12 reference books of Table 7 a total of 17 times, whereas, it refers to 12 other reference books not mentioned by two or more textbooks a total

The next major analysis was to check these reference books mentioned by two or more textbooks for inclusion in the Standard Catalog for High School Libraries. The results are included in Table 6.

Table 6

Number of Reference Books Mentioned By Two Textbooks		Number of Reference Books Mentioned By Three Textbooks		Number of Reference Books Mentioned By Four Textbooks		Number of Reference Books Mentioned By Five Textbooks	
10	99	5	12	1	112	22	TOTAL
Number of Same Reference Books Included in the Standard Catalog							

Only 19.6% of the reference books mentioned by two or more textbooks were included in the Standard Catalog.

Of those reference books mentioned by two or more textbooks which are included in the Standard Catalog, it is interesting to note the number included in each textbook. Refer to Table 7.

Table 7

Textbook	Number of Reference Books Mentioned	Number of Reference Books Which Were Mentioned By Two or More Textbooks and Included in the Standard Catalog
A	254	12
B	210	11
C	41	8
D	85	11
E	338	9

Of the 41 different reference books mentioned by textbook "C", eight, or 19.5% were mentioned by two or more textbooks and were included in the Standard Catalog. The percentage for textbook "D" is 12.9; for textbook "B", 5.2; for textbook "A", 4.7; for textbook "E", 2.6 .

Textbook "A" refers to the 12 reference books of Table 7 a total of 17 times, whereas it refers to 12 other reference books not mentioned by two or more textbooks a total

of 68 times. Therefore, textbook "A" considers reference books other than those mentioned by two or more textbooks to be more important, and worthy of more reference.

Textbook "B" refers to the 11 reference books of Table 7 a total of 15 times, whereas it refers to 11 other reference books not mentioned by two or more textbooks a total of 25 times. Therefore, textbook "B" also considers reference books other than those mentioned by two or more textbooks to be more important, and worthy of more reference.

Textbook "C" refers to the eight reference books of Table 7 a total of 22 times, whereas it refers to eight other reference books not mentioned by two or more textbooks a total of 29 times. Therefore, textbook "C" also considers reference books other than those mentioned by two or more textbooks to be more important, and worthy of more reference.

Textbook "D" refers to the 11 reference books of Table 7 a total of 63 times, whereas it refers to 11 other reference books not mentioned by two or more textbooks a total of 60 times. This textbook does consider the reference books mentioned by two or more textbooks and included in the Standard Catalog to be more important, and worthy of more reference.

Textbook "E" refers to the nine reference books of Table 7 a total of nine times, or just once each, whereas

it refers to nine other reference books not mentioned by two or more textbooks a total of 31 times. Therefore, textbook "D" also considers reference books other than those mentioned by two or more textbooks to be more important and worthy of more reference.

The last major analysis was to classify the reference books mentioned by two or more authors according to type. Refer to the following table.

Table 8

Parallel Textbooks	Specialized Studies	Autobiography	Source Books
40	68	1	3

Textbook authors should keep in mind the probable content of the average library; and the capabilities of an average pupil. They should include a limited number of reference books and leave further enrichment to the individual school where the teacher and librarian can cooperatively prepare supplementary material, with consideration

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

Some sociology textbook authors do believe in collateral reading as an important essential for complete understanding. Each of the five authors of the textbooks analyzed listed an average of 160 reference books. However, when two of the five authors each list over 200 reference books, and a third author lists over 300 reference books (refer to Table 1 on page 40), it is evident that their secondary objective of collateral reading has numerous obstacles to be surmounted. An average high school library could not obtain that many reference books for one course; an above-average pupil could never find the time to refer to even a large fraction of the numbers recommended.

Textbook authors should keep in mind the probable content of the average library; and the capabilities of an average pupil. They should include a limited number of reference books and leave further enrichment to the individual school where the teacher and librarian can cooperatively prepare supplementary material, with consideration

for the access and availability of books and the needs and abilities of the pupils.

There is very little agreement among authors as to what reference books should be listed for collateral reading. Only one reference book out of 802 was mentioned by four authors; only 12 out of 802 were mentioned by three authors; and only 99 out of 802 were mentioned by two authors.

A general working list of reference books should be formulated and periodically revised. Textbook authors should make this list the basis of their choice of supplementary books for collateral reading.

Of the few reference books that two or more authors agree on and list, only a small percentage seem to be the most suitable reference books. Refer to Table 6 on page 45. The one reference book mentioned by four authors is included in the Standard Catalog. Of the 12 reference books mentioned by three authors, only five are included in the Standard Catalog. Of the 99 reference books mentioned by two authors, only 16 are included in the Standard Catalog.

If agreement among authors on reference books can be construed to be a sign of the worth and suitability of the reference books, then the authors should go one step further and check the reference books against inclusion in

the Standard Catalog. If they are not in the Standard Catalog, they should then be re-evaluated for possible deletion, and those mentioned in the Standard Catalog should be considered for possible acceptance. If they are not in the Standard Catalog, but should be, it behooves the authors to recommend their inclusion.

A textbook author often makes the most use of reference books on the inclusion of which several authors are in least agreement.

It would seem that the author should make the most use of the reference books on the inclusion of which several authors are in most agreement.

TABLE OF REFERENCES REFERRED TO
IN TWO OF MORE TESTBOOKS

A. The following reference book was mentioned in four test-books:

Greenwood, John F., and Feredick, Albert B., Everyday
Experiences in American History, Houghton
Mifflin, 1943.

B. The following reference books were mentioned in three test-books:

Ballard, L. V., Social Institutions, D. Appleton-
Century, 1935.

Bradley, Benjamin G., Short History of the
American People, Macmillan, 1939.

Elliot, W. A., Merrill, L. J., Wright, R. V., and
Wright, E. G., Our Dynamic Society, Harpers,
1935.

Elwood, C. A., Social Problems and Sociology, Amer-
ican Book, 1935.

Gavilan, Fritz W., Our Changing Social Order, G. C.
Heath, 1937.

Lewis, F. M., and Landis, J. T., Social Living,
Ginn, 1945.

Lewis, F. M., Rural Life in Progress, McGraw-Hill,
1940.

Lynd, R. S., and Lynd, R. M., Middletown, Harcourt
Brace, 1939.

Mante, Carl F., Urban Sociology, Macmillan, 1938.

NAMES OF REFERENCE BOOKS MENTIONED
IN TWO OR MORE TEXTBOOKS

- A. The following reference book was mentioned in four textbooks:

Greenan, John T., and Meredith, Albert B., Everyday Problems in American Democracy, Houghton Mifflin, 1942.

- B. The following reference books were mentioned in three textbooks:

Ballard, L. V., Social Institutions, D. Appleton-Century, 1936.

Brawley, Benjamin G., Social Short History of the American Negro, Macmillan, 1939.

Elliot, M. A., Merrill, L. J., Wright, R. V., and Wright, E. G., Our Dynamic Society, Harpers, 1935.

Ellwood, C. A., Social Problems and Sociology, American Book, 1935.

Gavian, Ruth W., Our Changing Social Order, D. C. Heath, 1939.

Landis, P. H., and Landis, J. T., Social Living, Ginn, 1945.

Landis, P. H., Rural Life in Progress, McGraw-Hill, 1940.

Lynd, R. S., and Lynd, H. M., Middletown, Harcourt Brace, 1929.

Muntz, Earl E., Urban Sociology, Macmillan, 1938.

Osborn, Henry F., Men of the Old Stone Age, Scribners, 1928.

Towne, Ezra T., Social Problems, Macmillan, 1935.

Wallis, Wilson D., and Wallis, Grace A., Our Social World, McGraw-Hill, 1940.

C. The following reference books were mentioned in two textbooks:

Anderson, Nels, Men on the Move, University of Chicago Press, 1940.

Anderson, Nels, and Lindeman, E. C., Urban Sociology, Knopf, 1928.

Arnold, J. I., Problems in American Life, Row and Peterson, 1934.

Atkins, F. C., and Wubnig, M. B., Our Economic World, Harpers, 1934.

Baber, Ray E., Marriage and the Family, McGraw-Hill, 1939.

Barnes, Harry E., Society in Transition, Prentice-Hall, 1939.

Beach, W. G., and Walker, E. E., Social Problems and Social Welfare, Scribners, 1937.

Bear, Robert M., The Social Functions of Education, Macmillan, 1937.

Bernard, Jessie, American Family Behavior, Harpers, 1942.

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